CARBON LITERACY TRAINER

Putting it into practice

❑Prepare a 5 minute chat/discussion/quiz

❑Choose a topic

1. UK Climate Change Impacts
2. How will climate change impact our…
3. The Carbon Map
4. Climate Change and COVID-19
5. Your Carbon Footprint
6. The Carbon Footprint of Food
7. Reducing *Local Authority's* Carbon Footprint
8. Spheres of Influence
9. Leadership in an emergency

❑Start and finish well

❑Keep in control and to the timings

❑What is the key message for people to take away?

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1. CLIMATE CHANGE IMPACTS

The aim is for learners to explore how they might be affected by local climate change impacts.

This activity usually takes 15 minutes – you have 5, so no breakout rooms and you may need to be selective.

Ask learners to share any local experiences they have had of climate impacts. ● Then ask learners to discuss climate impacts on the UK as a whole, considering areas such as: o Financial and economic impacts (including insurance)- e.g. towns now prone to flooding (Hebden Bridge) may find flood insurance difficult to obtain. o Impacts on transport. - e.g. the landslide that caused the fatal train derailment in Northeast Scotland. o Impacts on infrastructure. e.g. hospitals and care homes are not designed to cope with extreme heat. o Impacts on health and wellbeing. e.g. heat stress will impact vulnerable members of the community. ● If time allows: o Who in our communities will be most affected? o How are vulnerable communities faced with greater impacts?

Activity: UK climate change impacts

In breakout rooms discuss…

| Flooding | Heatwaves and drought | Wildfires |

1. Share local then national experiences you have had of climate impacts.

2. Discuss climate impacts on the UK as a whole, considering areas like:

   - Financial and economic impacts (including insurance).
   - Impacts on transport.
   - Impacts on infrastructure.

   - Impacts on health and wellbeing.

Or

2. HOW WILL CLIMATE CHANGE IMPACT OUR…

The aim is for learners to explore how climate change will impact their communities, colleagues, services and budgets.

This activity usually takes 20 minutes, but you have 5, so you will need to do this as a whole group exercise and be selective

Show learners the slide and explain the activity. ● Ask learners to discuss how climate change will impact their communities, colleagues, services and budgets. Let learners know they have 15 minutes to discuss. ● Ask the learners to select a group facilitator for their breakout room. The group facilitator needs to open their Activity PDF on the 'How will climate change risks impact our…' page, take notes and provide feedback to the plenary. ● Encourage learners to draw upon local experiences they have had of climate impacts, particularly within the last five years. ● If learners are struggling to come up with ideas, you can encourage them to think of these impacts: o Economic impacts (including insurance) o Impacts on transport o Impacts on infrastructure o Impacts on health and wellbeing ● Once learners are back in the plenary ask for brief feedback from each breakout room via the group facilitators (5 minutes). ● If time is short ask for three specific points and let the group facilitator know that they only have 1 minute to feedback.

Activity: How will climate change impact our…

Communities

Colleagues (as individuals)

Services

Budgets

Share any climate impacts you have experienced locally and nationally

Facilitate a whole group discussion about local weather impacts.

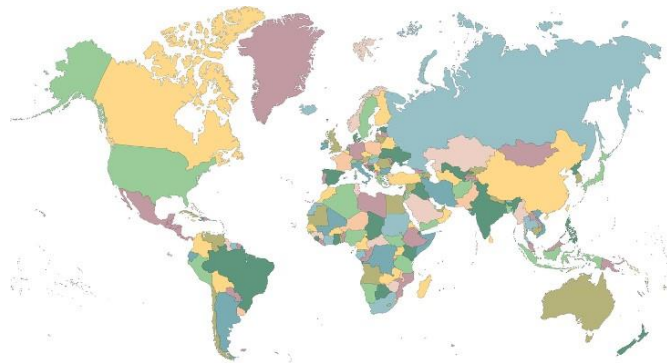Think of open-ended questions you can ask (What? Where? When? Who? Why? How?) and build on anecdotes.

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3. THE CARBON MAP

Activity: The Carbon Map

Global Vulnerability:

https://www.carbonmap.org/

Paste the link in the chat box: https://www.carbonmap.org/

Either as people to look at the map themselves (watching the video first) OR share your screen.

Ask learners to specifically explore the 'People at risk' map option with 'GDP per person' shading as this highlight how the wealthiest are least at risk from the impacts of CC.

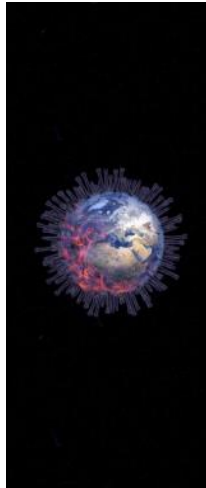And then discuss…

4. CLIMATE CHANGE AND COVID 19

SLIDE: Discussion point. Ask learners to comment on the question in the chat box: ● "What are the similarities or parallels that can be drawn with coronavirus and climate change?" ● Prompt for positive lessons and behavioural change. Some answers might be: "Both are global problems." "People are working from home / cycling / spending more time enjoying nature." ● Read out and comment on some of the answers ● Select one or two of the most relevant answers (time dependent) and ask the learner to comment verbally. ● Go through mini lecture in the slides: SLIDE: What have we learnt from the COVID-19 crisis? We are vulnerable to big shocks to the system The pandemic has shown our vulnerability and lack of preparedness as a society in a crisis. However climate change poses a much greater threat in terms of severity of impacts than COVID-19. More frequent extreme weather events such as flooding and droughts will put an even greater strain on our systems and services. We need to work to prevent this and become more resilient within our communities, and as a society. An example to use- COVID-19 is like a bright red Ferrari that's zoomed into our view and everyone's gawping at it, but meanwhile the juggernaut that is the climate crisis is still lumbering towards us. We can unite behind the science Both climate change and the COVID-19 pandemic require us to listen to experts, to unite behind the science and not play politics with people's lives. This means responding to the challenge at the appropriate scale and treating a crisis like a crisis with the urgency that is needed. Countries that took precautions and acted more quickly at the beginning of the crisis e.g. New Zealand, have had much better outcomes. We can make rapid, wide scale change COVID-19 has demonstrated how quickly government, academia and industry can collaborate to address challenges and solve problems during a global emergency. We can pull together and change individual behaviour When we work together, even small personal actions like physical distancing, can make a big difference and help us to overcome huge challenges. We have seen that selfless acts, personal responsibility and mass behaviour change are possible when they are in the national and global interest. This is a good counter argument for the 'I'm just one person, I can't make a difference' viewpoint. We can maintain some of the positive habits we took on during COVID-19 Taking advantage of some of the inevitable responses to coronavirus, such as less unnecessary air travel for business meetings and more homeworking, supported by better video conferencing facilities, are powerful short-term actions worth embedding for the longer-term low carbon lifestyles. A possible discussion point here is: Has anyone changed their behaviour during lockdown? Do you think it will stick? SLIDE: Climate Change and COVID-19 ● This slide is sensitive and can be omitted if you wish. ● COVID-19 has had a devastating global impact. ● However the impacts of climate change will be far greater – we must take rapid, large scale action. SLIDE: How do we 'Build Back Better'? There's a massive opportunity that we must take to rebuild the economy in a way that's truly sustainable. ● Low carbon investment The recovery packages that will be invested in the economy post COVID-19 must be spent on low carbon infrastructure and actively pursue decarbonisation. This will be our last chance to stay within the 1.5°C carbon budgets. If we continue to invest in fossil fuel powered industries, we'll be locked into a high carbon future. Also negates the argument that 'there isn't the money to spend on new low carbon infrastructure'- that money will now be spent regardless to support the economy. ● Addressing climate & social issues together We can solve climate and social issues at the same time using housing, transport, infrastructure and economic development budgets in a smarter way that delivers urgent climate action. For example, reducing levels of air pollution, will massively reduce the costs of NHS treatment and in turn, free-up money to be spent on home energy efficiency improvements or sustainable green transport. ● Green jobs The increase in unemployment resulting from the pandemic can be addressed with the current skill shortage we now have in low carbon sectors, such as retrofitting housing stock. Clean energy infrastructure is very labour intensive in the early stages, generating twice as many jobs per pound of government expenditure as

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fossil fuel projects around the world. This is followed by the co-benefits activity, to show learners how we can achieve these 3 strands of building back better...

Climate Change and COVID-19

What are the similarities or parallels that can be drawn with coronavirus and climate change?

Ask learners to **answer this question in the chat box**
- Prompt for positive lessons and behavioural change
- **Read out and comment** on some of the answers.
- **Select one or two** of the most relevant answers (time dependent) and **ask the learner to comment verbally.**

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5. YOUR CARBON FOOTPRINT

● Ask participants to complete the WWF calculator as a prerequisite to this section.

● Use this activity as an icebreaker for module 3. Ask learners to enter their carbon footprint into the chat box.

● Discuss and then ask learners to enter the least and most carbon intensive areas of their life in the chat box.

● Select 2 or 3 people at random to discuss their footprint and possible lifestyle changes.

Activity: Your Carbon Footprint

- Review results of the WWF calculator (carbon footprint calculator)

- Which area of your life is the most carbon intensive? Why?

- Which area of your life is the least carbon intensive? Why?
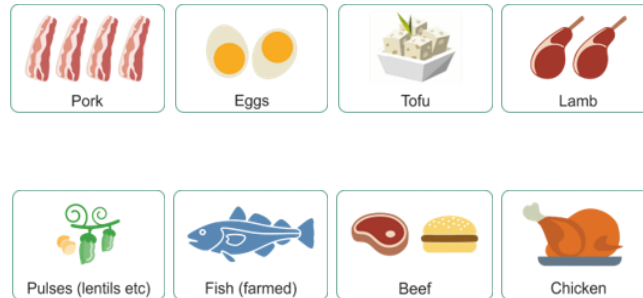
Post the link in the chat: https://footprint.wwf.org.uk/#/

Ask participants to volunteer information – how did they do? What were the main issues? This is a goof introduction to Carbon Footprints – CLP are now recommending this is provided as pre-course work.

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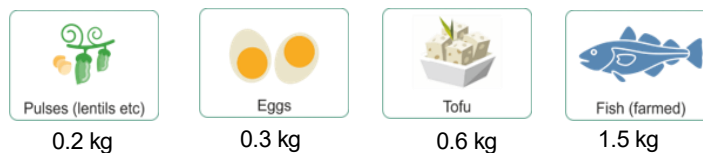
6. THE CARBON FOOTPRINT OF FOOD

Activity: The Carbon Footprint of Food

Order the food shown in the slide from the item with the lowest carbon footprint (1) to the highest carbon footprint (8).

Pork	Eggs	Tofu	Lamb

Pulses (lentils etc)	Fish (farmed)	Beef	Chicken

Activity: The Carbon Footprint of Food

1 2 3 4

Pulses (lentils etc)	Eggs	Tofu	Fish (farmed)
0.2 kg	0.3 kg	0.6 kg	1.5 kg

5 6 7 8

Chicken	Pork	Lamb	Beef
1.7 kg	2.3kg	5.67kg	10.5kg

- **Cows and sheep** have the **highest emissions** due to the methane they emit

- Pigs have a lower footprint

- **Lentils / pulses - lowest** footprint.

- Has the food been **transported by aircraft**?
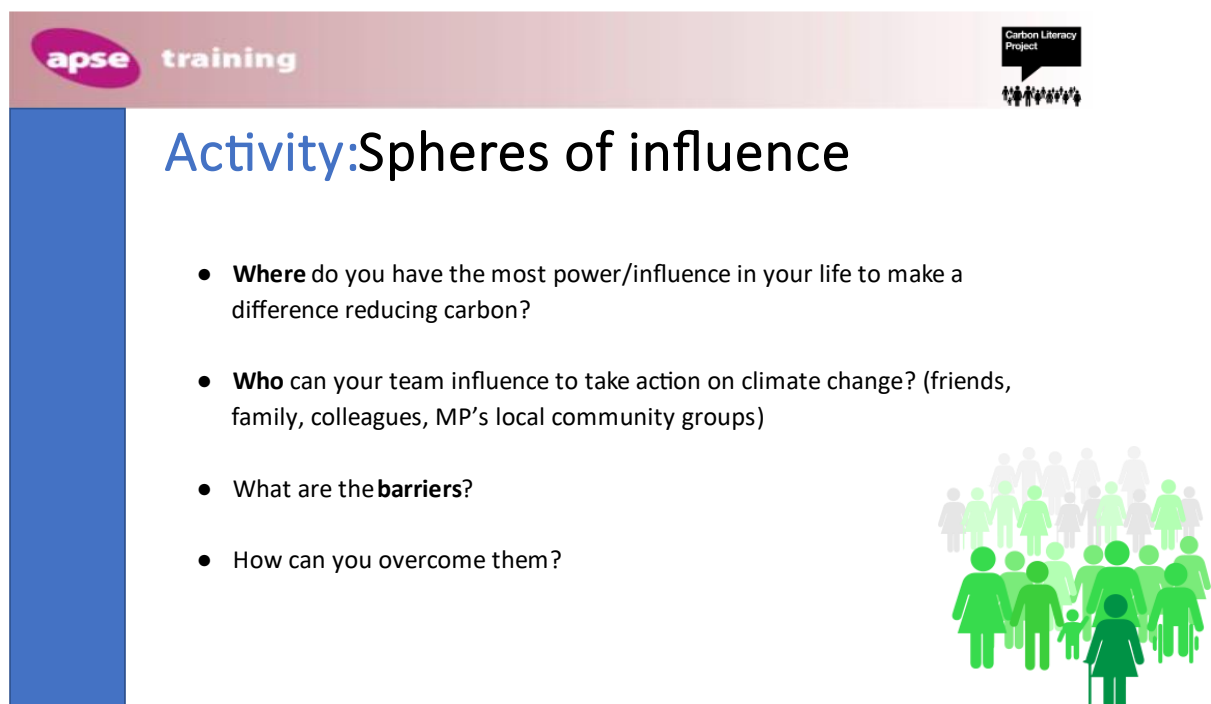
7. SPHERES OF INFLUENCE

This exercise has been adapted, with express permission, from an original activity created by Manchester Metropolitan University and available in the Manchester Met Carbon Literacy Toolkit for Universities and Colleges. This toolkit has been released under a Creative Commons – Non Commercial – No Derivatives 4.0 International License (CC BY-NC-ND 4.0) - see https://creativecommons.org/licenses/by-nc-nd/4.0/. Use of either the original or modified activity should abide by the terms of this license and must be attributed to Manchester Metropolitan University, where the Manchester Met logo should appear on the associated slides. Please contact the creators of these activities (Rachel Dunk and Jane Mork) at Manchester Metropolitan University using the following email address (carbonliteracy@mmu.ac.uk) or if you have any questions about the use of this activity.

SLIDE: Prioritising actions: Ease and Effectiveness (2 minutes)

● Highlight the importance of creating actions which are both easy to achieve and effective at reducing emissions.

● Talk through the points on the slide and ask learners to pop any questions in the chat box. Ease Effect

● ● ● ● Technical feasibility Resource requirements: no cost, low cost, medium cost or high cost? Stakeholder opinion of option (support or resistance?)

Expertise within the organisation ● ● ●

Potential carbon savings (low, medium or high) Impact on the organisation's performance and reputation Its overall strategic priority (low, medium or high) ● Timescale (short, medium or long-term) ● Expertise within the organisation ● Will the option save/cost money and time.

Local Authorities Toolkit (use the exercise in Leaders and Managers if you prefer)

8. REDUCING LOCAL AUTHORITY CLIMATE FOOTPRINT

Explain how emissions at work can be split into 2 main areas: 1. Internal Local Authority emissions- this relates to our estates, how people travel to work, food the canteen serves etc. (feel free to change these examples) 2. Emissions under our influence as a Local Authority - how communities, towns, cities etc. are run.

1. What are we currently doing?
● Ask learners to share initiatives or practices that their organisation has implemented to reduce carbon in the chat box.
● Read out some of the most relevant initiatives.
● Keep up to date with initiatives/examples in case learners are unaware of initiatives.

2. What should we be doing? These are the key areas which make up a Local Authority's Internal Carbon Footprint.
● Buildings ● Waste ● Energy ● Procurement ● Vehicle emissions ● Water use
Activity: How can we reduce our internal emissions?
● In the chat box coordinate a 5 minute mind map on all the actions learners could take to reduce internal emissions in their organisation. Use the bullet points on the slide as a guide.
● Make sure learners are only making suggestions for internal emissions here. Try to delve into some specific actions for their workplace, as opposed to vague statements like 'use less energy'.
● Ask learners to note ideas down on paper for now as we will revisit them in the action section or if you are confident using a WHITEBOARD in Zoom/Teams feel free to do so, as this can help learners visualise their mind map. Select the most relevant comment(s) from the chat box and briefly ask the learner to share their idea verbally with the group (5 minutes)

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Carbon Literacy Project

Activity: Reducing *Local Authority's* carbon footprint

1. What are we doing currently?

2. What should we be doing; How can we reduce our **internal** emissions?

● Buildings
● Waste
● Energy
● Procurement
● Vehicle emissions
● Water use

TRANSITION TO GREEN

Local Authorities Toolkit

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9. LEADERSHIP IN A CLIMATE EMERGENCY

Leadership in the climate emergency

Declaring a climate emergency:

- should place the climate emergency at the centre of your Local Authority's agenda

- assigns responsibility to **all** employees to tackle climate change

- signifies the climate emergency must be at the centre of **all** decision-making processes

- requires all leaders to be educated in climate-related risks/opportunities

- assigns responsibility to educate others within your sphere of influence and empower a low carbon culture through behaviour change

Activity: How do we integrate climate change into decision-making?

Discuss:

- What criteria should we use to assess whether a proposal is 'low carbon' or not?

- What are the right questions to ask when people are putting proposals forward?

- Which personnel could offer advice/ a second opinion?

- What additional decision-making criteria could be used in your Local Authority?